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ABSTRACT

Management by Objectives (MBO) has been found to be a useful means of conducting performance appraisals for professional employees. It is also an effective process for individual and organizational goal-setting and planning. Compensation systems may also be related to the MBO process. This paper addresses the concepts underlying MBO and its implementation for a school district's administrative staff. Several important phases of implementation (goal-setting, performance appraisal, and salary plan development) are emphasized in major sections of this report. The appendix contains detailed information and sample materials from a school district MBO-based salary plan. (Author/IRT)

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MANAGEMENT BY OBJECTIVES FOR A SCHOOL DISTRICT'S ADMINISTRATIVE STAFF

by

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May, 1975

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ABSTRACT

Management by Objectives (MBO) has been found to be a useful means of conducting performance appraisals for professional employees. It is also an effective process for individual and organization goal-setting and planning. Compensation systems may be related to the MBO process.

This paper will address the concepts underlying MBO and its implementation for a school district's administrative staff. Several important phases of implementation (goal-setting, performance appraisal, and salary plan development) will be emphasized in major sections of this report.

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MANAGEMENT BY OBJECTIVES

The first section of this paper will review a conceptual basis for using MBO which focuses on the interface between an individual and his/her organization.

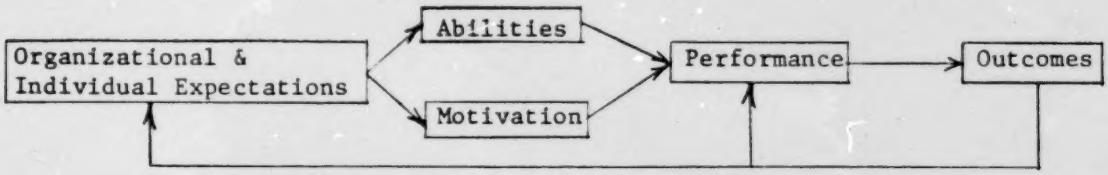
A CONCEPTUAL FOUNDATION FOR MANAGEMENT BY OBJECTIVES (MBO)

Management by Objectives (MBO) is a process for employee performance appraisal. Since it is one of many alternate performance appraisal methods, the concepts underlying MBO should be understood. If any of these concepts cannot be accepted, then another performance appraisal system should be used based on alternate assumptions about individual behavior in organizations.

This review of the conceptual foundation of MBO begins with the individual job behavior model, displayed in Figure 1. This model assumes that an individual has certain expectations, motivation, and abilities which relate to the job at hand. Motivation is influenced by the explicit and implicit expectations that the organization provides the individual concerning the job, as well as the individual's a priori expectations about the job. The individual's expectations involve answering two basic questions: "Can I perform the job effectively?" and "What kind of outcomes will different performance levels result in?" Given his abilities and motivation, and resources from the organization, the individual pursues the job and achieves a level of performance. This performance achievement in turn

realizes certain outcomes. The individual has his intrinsic and extrinsic needs satisfied. Some of these outcomes are realized through the individual but others are the result of reactions of the organization (rewards or sanctions given in response to the degree of success in performing the job).

Figure 1: Individual Job Behavior Model



An important theory relating to individual job outcomes has been proposed by Maslow: Maslow states that the simplest needs, which are man's primary concern, are physical (food, shelter, etc.). When these needs are satisfied, then one attempts to satisfy increasing higher levels in the hierarchy of needs, see Table 1. The highest need levels are self-esteem and self-actualization. Believing that Maslow's model is an accurate description of human behavior, we can assume that professionals in contemporary organizations are largely concerned with intrinsic needs related to self-esteem and self-actualization.

Table 1: Maslow's Heirarchy of Needs

Physical

1. Physiological
2. Safety

Social

3. Belongness and love
4. Esteem and status

Self

5. Self-Actualization

The role of the organization in improving the performance of an individual is involved with reinforcing the links (shown in Figure 1) between motivation, abilities, and performance; and between performance and outcomes. Specifically the organization should:

(a) assist the individual in developing his/her abilities;

(b) create an organizational climate consistent with intrinsic motivation; and

(c) reinforce performance with outcomes to the individual from the organization.

Effective performance appraisals are a necessary step in fulfilling the organization's role in improving individual performance. MBO is one appraisal method which emphasizes the leadership functions of the managers in the organization. It focuses the evaluation on behavioral factors and has a counselling purpose. It assumes that the supervisory program for the individual is developmental rather than maintenance or remedial. Future performance is emphasized with communications occuring between superior and subordinate in the context of a joint definition of the individual's future activities within certain organizational guidelines.

In any organization, when the individual attempts to move from the basis of their needs to achievement of goals with desired outcomes, they face frustration when they cannot achieve those goals. Traditional performance appraisal methods often include criticism which may be disfunctional and only elicit defensive or coping mechanisms from the individual. MBO offers an alternative method involving the mutual weighing of alternatives and a mutual acceptance of alternatives for future action by superior and subordinate.

In the next section of this paper, the implementation of an MBO system will be discussed.

IMPLEMENTATION

It should be emphasized that MBO is a concept, rather than a complete, ready to install plan. While some components are integral to any MBO system, the

implementation of MBO is dependent upon the particular situation of the organization which is implementing it and the individuals in that organization.

Some of the advantages which may accrue from an MBO system are:

(a) greater job commitment by the individual as a result of self-defined goals;

(b) provision of a basis of two-way communication in the organization, especially upwards;

(c) more objective performance appraisals and reviews;

(d) improved organizational climate for professional employees;

(e) greater mutual problem solving; and

(f) decentralized decision-making.

Since MBO is a process, each of the above items may not occur in any particular implementation. These items are considered advantageous because of evidence that they contribute to an effective organization with positive employee morale. To the extent that such items as two-way communication or decentralized decision-making are not desired by the organization, then the MBO system should be modified or an alternative method used.

Some of the disadvantages which may occur in implementing MBO are:

(a) increased paperwork;

(b) increased time spent on performance appraisals and reviews; and

(c) more opportunity for conflict in the organization.

Because MBO involves devoting explicit time and effort to setting goals for individuals and organizations, planning, and performance appraisal it does involve using more organizational resources. While an effective MBO system should justify this expenditure of time and effort, these additional resource requirements are necessary. Also, MBO emphasizes potentially conflict-generating concerns like goal-setting and performance appraisal. Although the MBO process involves a means of settling conflicts, it can result in increased organizational conflict

(which may not be disfunctional) because goal-setting and performance appraisal issues are highlighted.

Because MBO is a performance appraisal method, it falls within the realm of school district personnel management. For MBO to be successful there must exist an integrated personnel system in the district. (The personnel system may or may not have all of its functions fulfilled by a formal personnel department.) The functions of an integrated personnel system are: Employee Recruitment and Selection, Placement, Development, Counselling, Training, Maintenance, and Performance Monitoring and Appraisal. MBO affects some personnel functions more than others but it must be remembered that MBO is a subsystem of the personnel system and therefore the goals of the MBO system must be congruent with those of the larger personnel system, if it is to succeed.

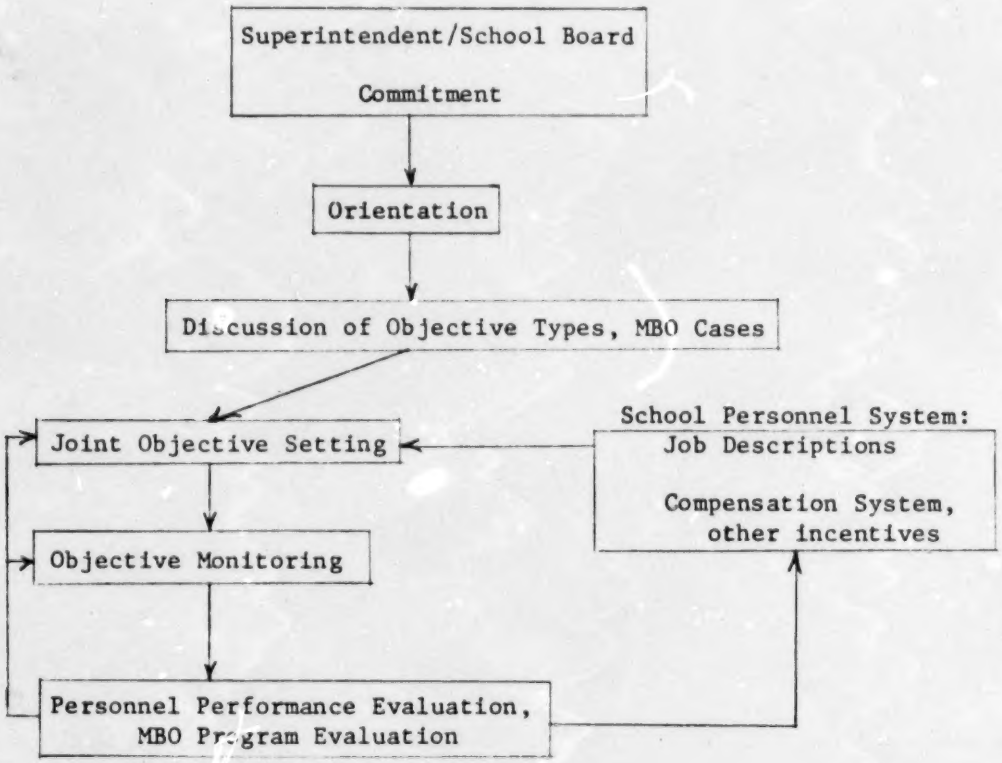
MBO can interface with other management concepts such as that of a school district administrative team. Since the process of implementing MBO involves both individual and organizational goal-setting and planning, the process provides a communication focus which is complimentary to the establishment of an administrative team.

Two conditions are quite important to the successful implementation of MBO. One, the superior and the subordinate (in terms of the organization's hierarchy) must have a commitment to mutual problem solving. This effort will focus on the individual's future performance in order to explicitly determine performance expectations and means of measuring performance objectives. Two, the organization should exhibit consistency in its actions which reinforce good performance with outcomes desired by the individual.

Components in Implementing Management by Objectives Systems

Figure 2 diagrams the integral components in the implementation of Management by Objectives in a school system. It is important to note the feedback loops following the objective monitoring and evaluation stages of the process.

Figure 2: MBO Implementation Process



The steps involved in implementing an MBO system are:

(1) Get commitment to MBO from the superintendent and school board;

(2) Orient administrative staff to MBO;

(3) Discuss objectives,

(4) Provide input from the school district personnel system;

(5) Set objectives;

(6) Monitor progress toward objectives; and

(7) Conduct personnel performance appraisals and evaluate the MBO program.

Each step in the implementation process will be reviewed in turn.

Commitment to Concept

Initial commitment is necessary from the superintendent and school board for the successful implementation of MBO as the system may require changes which

require their support. MBO should be utilized as part of the school personnel system for it to be effective.

Orientation

Orientation involves having people familiar with MBO directing a discussion including the following points: (a) the theory and rationale supporting MBO, (b) the advantages and disadvantages of MBO, (c) the preparation required to institute MBO, and (d) the problems likely to be encountered in the implementation of MBO, with alternative solutions.

Discussion of Types of Objectives

Following orientation, a discussion of objective types is necessary. Objective types can relate to individual, program, and policy goals, or some combination thereof. Objectives can also vary with the passage of time or with a change in the priorities of: an individual, a program, or a school district. Although a variety of objective types can be used with MBO, some general framework should be decided upon prior to the setting of objectives to insure consistency of objective types across the people in the system. (Objectives are discussed in the section of this paper on Goal-Setting).

Input From Personnel System

MBO cannot function effectively unless it is an integral part of the district personnel system. If, for example, the personnel system reinforces one set of behaviors and MBO reinforces a different set, the personnel system will dominate with MBO becoming a useless exercise. The personnel system provides input to MBO in the following ways: (1) The job descriptions should outline explicit expectations of the person occupying those positions. (2) The district personnel compensation scheme can include the individual evaluation provided by the MBO system in determining salary changes.

Objective Setting

Prior to objective setting it may be useful to draft a district organization chart outlining the relationships between personnel and the reporting

channels. It should be kept in mind, though, that the chart is a static view of a dynamic entity which may be different for different functions performed by the district. Having identified subordinate and superior pairs, joint objective setting can occur. This effort should be appropriate for the individual at that time in the context of the particular organization in which he is required to function. (Objective setting is more fully treated in the Goal-Setting section of this paper).

Objective-Monitoring

The next step in the process, objective monitoring, consists of periodic superior-subordinate conferences to discuss the individual's progress on the goals he/she had previously worked out with his/her superior. The two aspects of this monitoring are tracking an individual's progress and reviewing the appropriateness of the objectives selected. An output at this stage of the process would be changes made in future objective setting based on current and past experiences.

Personnel Performance Appraisals and Evaluation of the MBO Program

Personnel performance appraisals are usually conducted at the end of a fiscal (or school) year. The extent to which an individual met his/her objectives would be an important part of that appraisal. The remainder of the appraisal would consider the person's performance with respect to required and prohibited actions for that position. The overall appraisal could be expected to have an impact on future objective setting.

In evaluating the MBO program one might review such things as: (a) personnel attitudes about the old and new system, (b) changes in salary increases after implementing MBO, or (c) types of people who seem to function more (or less) effectively under MBO. School budget allocations and pupil performance could also be monitored but it would be difficult to attribute changes in these areas to MBO entirely as there are other possible causal factors. The evaluation could be expected to provide information to change both the MBO program and the school personnel system.

The next section of this paper will focus on goal-setting within an MBO process.

GOAL SETTING

Goal-setting and performance feedback are the two most important components of an MBO system. There are three main reasons for making the effort to define and monitor goals:

(1) People and organizations with goals tend to achieve more than people and organizations without goals.

(2) By having people, at various levels in the organization, set goals, review those goals, and then redefine their goals the following activities are facilitated:

   (a) establishment of a concensus about organizational goals;

   (b) ccoperation among individuals; and

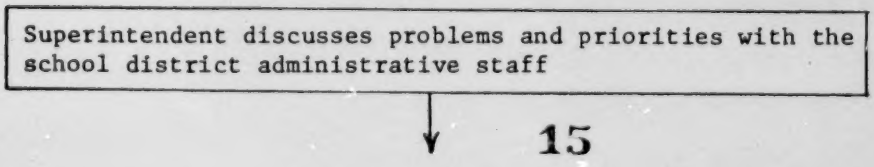
   (c) development of participatory decision-making.

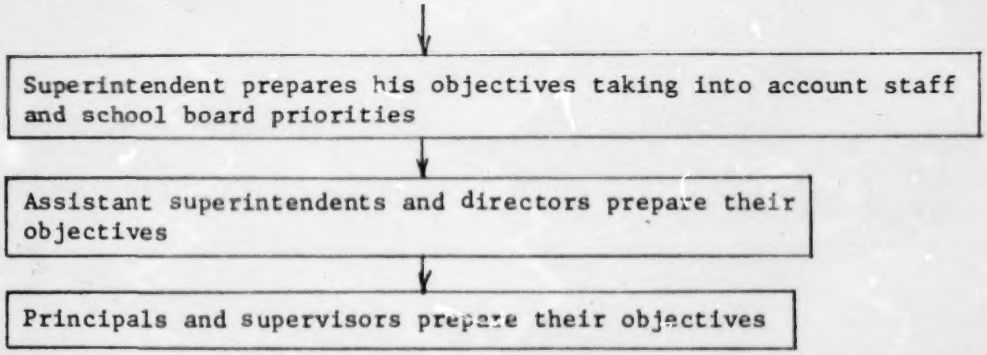
(3) When feedback is given (within a positive atmosphere) concerning past performance, future performance is likely to be increased as the feedback provides a basis for developmental activities.

Goal-Setting Process

The goal-setting process can begin either at the level of the superintendent and school board or at the level of principals and supervisors. The importance of MBO in the goal-setting process is to establish a framework for communications among people in the organization. Although initial goal-setting can be done at any level in the organization, it must reflect the concerns of people at other levels. A typical initial goal-setting process is shown in Figure 3.

Figure 3: Initial Goal-Setting Process




Superintendent prepares his objectives taking into account staff and school board priorities
Assistant superintendents and directors prepare their objectives
Principals and supervisors prepare their objectives

If the initial goal-setting process has followed the path suggested in Figure 3, then the next stage would involve the superintendent, assistant superintendent, and directors responding to the principals' and supervisors' objectives. Once this dialogue is established it can continue until there is a concensus about the objectives for each superior-subordinate pairing in the administrative staff. An alternate, and equally acceptable, method to the one shown in Figure 3 would be to have the principals and supervisors initiate the process.

Goals, Objectives, and Objective-Targets

Although there are no consistent definitions of goals and objectives in the MBO literature, the following definitions are offered:

goal -- a long-range desired outcome, usually occurring beyond two years from the present

objective -- a short-range desired outcome, usually occurring from a semester up to two years from the present

objective target -- a quantifiable and observable achievement, accomplished under specifiable conditions

This range of future expectations from the specific (objective targets) to the general (goals) forms a goal hierarchy. By making the hierarchy explicit two things are more likely to happen: (a) progress will be made toward goals and (b) productive short term behavior will occur. The following example for the case of a personal objective will show the use of a goal hierarchy. Assume that someone with a goal of improving their health establishes an

objective of quitting smoking and an objective target of reducing cigarette smoking from one pack a day to one pack a week, within six months. Developing a target now provides both a general plan and a means of assessing progress and each of these factors increase the likelihood of achieving the goal. At the same time, the existence of a goal helps to keep short term actions in perspective. If, in this example, our goal-setter has achieved the objective target but is now overeating, he/she can either set a new objective target to take eating habits into account or he/she can change or modify his/her stop-smoking objective. Both of these actions would be guided by the original goal of health improvement.

Guidelines for Objective Targets

An individual developing objectives should check them against the following criteria. Valid objective targets:

(1) state desired accomplishments

(2) are explicit

(3) are measurable

(4) are challenging, but attainable

(5) represent an awareness of existing constraints

(6) involve a joint agreement between the individual and his/her supervisor

While these criteria involve some subjective decisions (e.g., what is a challenging objective-target?) they offer guidelines for developing useful targets. The following examples of objective targets show how each of the above criteria have been violated and how they might be rewritten.

(1) "To meet with parents twice a month." An activity is described rather than an intrinsically desired accomplishment. Only rarely will an activity be an end in itself. Improved: "To meet with 30% more parents this year than last year and to have 60% or more of the parents surveyed express positive

attitudes about Franklin school and its programs."

(2) "To improve average reading scores 5% for 3rd graders." This target increase could be gained by alternate means: focusing on the best readers, the worst readers, or a cross-section of students. But each of these means differ in desirability and implementation costs.

Improved: "To improve average reading scores by at least 10% for 3rd graders in the lower quartile and to improve reading scores by at least 3% for all other 3rd graders."

(3) "To reduce undue delay in teacher scheduling." Undue can't be measured so an individual and other people in the district might not agree on whether this target had been achieved at a specified time.

Improved: "To have all teacher schedules prepared at least 60 days before the start of a new term."

(4) "To continue the intramural program." Unless the program is changed substantially since last year, this target offers no challenge.

Improved: "To increase by 20% the number of girls involved in the intramural program."

(5) "To increase by 15% the number of college-bound seniors who are admitted to their first choice college." Unless additional counseling resources are made available, this target may be constrained by the present system. This objective target could be improved by changing the target to a feasible 5% increase or selecting a new target which would not require additional counseling resources.

(6) "To double the number of parent contacts made during the school year." This target for a principal may conflict with the assistant superintendent who wants greater emphasis on internal

communications or more time spent in classroom observation of teachers. The principal and assistant superintendent would have to resolve this conflict.

There are two general classes of objectives: job performance related and personal development related. Usually, more objective targets will concern job performance but this need not be the case. An administrator in the district who is a likely candidate for advancement could serve his/her interests as well as school district interests by concentrating on his/her own professional development.

Since an individual's objectives include accomplishments in addition to fulfilling normal job duties, there should be a limit to the number and difficulty of objective targets set. Between three and six is a reasonable number of targets but this can vary from situation to situation.

As mentioned previously, objective targets should present a coordinated effort to reach higher level objectives and goals. However, there are cases where an objective target may not fit into the broader picture. For example, a principal may feel that a certain problem (e.g. low reading scores) must be corrected in his/her school during the coming year. Focus on this problem would then be appropriate because of this school's unique situation, even though other principals in the district might be concentrating on improving student usage of library services.

Objective Target Action Plan and Timetable

Since an objective target focuses on accomplishments rather than means, it is an incomplete planning tool and object for discussion. An action plan and timetable serve to fill these gaps.

An action plan is a brief summary of activity which should result in the achievement of an objective target. If the activity is complex the major components should be identified separately. The action plan should represent the "best" alternative for achieving the objective. It should be remembered

that the plan is a guide and should not be considered as restricting action or precluding a shift in strategy, if required. The plan also provides a means for coordinating an administrator's activities with those of other people in the organization.

The benefits from developing an action plan in conjunction with objective targets are:

(1) the search for alternative means of accomplishing objectives is made explicit. An administrator is therefore more likely to select the "best" means.

(2) A feasibility check is provided for plans and objective targets, and resources required by the action plan can be estimated. This step can identify existing constraints which would prevent the achievement of the specified target. This would require developing alternative action plans or modifying the objective or objective target.

(3) The coordination with and support of others in the organization in fulfilling the action plan is outlined. This is especially important concerning an administrator's superior. To the extent that a superior's cooperation and support is required for the successful achievement of an objective, then the supervisor shares directly in the responsibility for meeting that objective.

The timetable is an integral part of the target setting and action planning process. It provides the overall framework for scheduling activities within the time period described by the objective target. The timetable should include intermediate milestones so that the administrator can monitor his/her progress toward the targets and take corrective actions when necessary.

The timetable can fit into the natural time patterns occurring in a school system. Semesters, standardized testing programs, and the personnel evaluation cycle all provide potential dates for scheduling action plans and their major components.

PERFORMANCE APPRAISAL

Job Performance Appraisals

There are three major issues in conducting job performance appraisals:

(1) who makes the performance appraisal?

(2) what is the basis for this assessment? and

(3) how will the performance feedback be handled?

Each of these issues will be covered in turn with the strengths and weaknesses of alternative methods discussed.

The Evaluator

There are five possible choices for the primary performance appraiser:

(1) a superior

(2) the person himself/herself

(3) peers

(4) subordinates

(5) outsiders

Superior -- The superior is a natural locus for an evaluation since it is his/her legitimate duty to assess the performance of his/her subordinates. Since the superior is also the person likely to have the most effect on rewards for subordinates, the superior can strengthen the performance - reward connection, which should enhance future job performance. The difficulty with superior evaluation is that negative feelings may be generated by the subordinate which can interfere with the superior/subordinate job development activities.

Self -- Self appraisal is very consistent with job development efforts. The areas of disagreement between the superior and subordinate about the dimensions of the subordinate's job, the relative importance of these dimensions, and performance on each dimension are potential problems.

Peer -- Peer evaluation is very useful in situations where there is a high degree of interpersonal trust among peers and where job performance

information is known to peers. This can be a disruptive process, however, if there is any significant competition among peers. If competition exists, people are faced with a dilemma of choosing between personal interests and the interests of friends and associates.

Subordinates -- Subordinate evaluation can be valuable in either developmental programs where it can be an important stimulus to changing the superior's behavior or where it is used as a means of creating involvement on the part of the subordinates. A serious problem with this approach is that both the subordinates and the superior may feel threatened by this process. Another potential problem is that subordinates may rate their superior on how he/she is supportive of the subordinate and this may or may not correspond to the superior's overall job performance and contribution to the organization.

Outsiders -- Either people from the school district's personnel office who are experienced in evaluation or professional consultants can be used to conduct performance appraisals. Such "outsiders" are advantageous in situations where specialized expertise is required or where someone without a personal interest in the appraisal process is necessary for objectivity. The difficulty with this approach is that it is probably more time consuming and it affords the superior an opportunity to avoid an important part of his/her job responsibility and makes superior - subordinate conversations about job development much less likely.

Superior evaluation is probably the most satisfactory appraisal method because the superior is in a position to see that performance improvements are made during each subsequent appraisal period. However, self-evaluation and subordinate evaluations are useful inputs for performance review sessions.

Basis or Method of Evaluation

There are four major types of job appraisal methods. Each of these methods will be defined and its strengths and weaknesses discussed.

(1) Comparative -- People in the organization are compared to other people in the organization on important job dimensions (e.g. direction and supervision of personnel, creativity and ingenuity). The advantage of this method is that desired behavior is highlighted. If Ms. Smith is rated very high on supervision then the model of supervision she is using and her implementation of it is effective. The disadvantage of the comparative method is possible appraiser bias. Individuals may be over or under rated on the basis of the appraisers overall opinion of the person's performance. This serious problem is called the "halo effect" and can undermine attempts to create an objective performance appraisal system.

(2) Absolute Standards -- Using this method, job performance is compared to written standards and usually several facets of performance are included rather than the global dimensions used in the comparative method. For example, supervision of personnel might include the following standards:

(a) Meets with people under supervision at least three times each term.

(b) Completes at least one written evaluation of each supervised person each term.

(c) Has people being supervised perform self-evaluations.

(d) Spends at least two hours discussing self-evaluations and the supervisor's evaluation with the person being supervised each term.

As with the comparative method, absolute standards emphasize desired behavior but appraiser bias is also likely.

(3) Management by Objectives -- This method focuses on a set of objective targets which a superior and subordinate mutually agree upon. This method focuses on job development as well as the evaluation

of meeting performance objectives. The major problem with MBO is that someone has to make difficult judgments about the value of one person's objectives to the organization versus the value of another's objectives.

(4) Direct Indices of Productivity -- The indices used can either focus on the quantity and quality of output or on withdrawal from the organization as measured by job attendance. This method has the advantage of avoiding errors in measurement by an appraiser. But this approach has limited value in fields such as education where output measures are difficult to obtain and there is a lack of concensus about the value of various outputs. In addition, a superior and subordinate may focus on measurable behavior to the exclusion of non-measurable behavior. If job attendance is used as an index it is important to distinguish avoidable and non-avoidable absenteeism.

Because of the complexity of most administrative jobs and an environment of professional development, MBO is a recommended appraisal method. If a rating system is used, absolute standards are preferable to the comparative method, especially where performance with respect to the standards can be measured objectively.

Performance Reviews

Performance appraisal results will always be the knowledge of the appraiser and the appraisee. Under certain conditions other people may be informed of the appraisal. One case involves that of someone conducting a development program. This person should receive some of the performance review information which pertains to the development program, but only that information, or the basis of trust necessary for conducting the development program could be weakened. Another case involves good information from an appraisal which may be given to a person's subordinates so they know that the individual is highly regarded by his superiors. This can serve to set that person as an example for others in the organization.

Performance Review discussions between a superior and subordinate can occur at fixed intervals or variable intervals. Fixed intervals are administratively convenient because the appraiser can schedule all of his interviews over a relatively short period of time and comparisons can more easily be made between people in the school district, if this is required. But it is unlikely that the review will occur at a meaningful time in terms of critical incidents or periods of performance. Three methods can be used to establish variable interval reviews:

(1) Timed to coincide with the completion of an agreed-upon project;

(2) Conducted at a pre-arranged date; or

(3) When the appraisee requests a review (subject to overall guidelines).

Conducting the performance review is a sensitive process. The following suggestions are offered to enhance this process:

(1) There must be a mutual agreement on the design and operation of the evaluation process and it must be conducted on this basis.

(2) Mutual objective setting and objective monitoring has a positive effect.

(3) Criticism usually elicits defensiveness.

(4) Praise has little, if any, general effect on achievement unless it is specifically and directly related to good performance.

(5) Frequent performance review sessions are helpful. This periodic feedback improves the chances for success and interim conferences are helpful in cleaning up minor problems and confusions.

(6) Interviews oriented toward improving performance should not deal with salary or promotion at the same time. Discussions about salary or promotion can frequently raise emotional issues which would seriously interfere with developmental efforts.

(7) Using a self-evaluation by the appraisee as a major input to the performance review can be helpful although self-evaluations are

often biased in favor of the appraisee.

(8) An appeal procedure must exist for cases of serious disagreement about the performance appraisal.

The next section of this paper will deal with salary plan development. Although an MBO system need not be directly related to salaries, they frequently are related.

SALARY PLAN DEVELOPMENT

Salary Plan Development

Developing a salary plan involves the following steps:

(1) Identifying job classifications for all unique positions in the organization;

(2) Grouping job classifications by level for the purpose of establishing compensation ranges;

(3) Setting a salary range for each job grouping;

(4) Identifying increments to the base salary for such factors as cost-of-living changes, job performance, responsibility differences within a grouping level, and education or training in addition to minimum requirements;

(5) Establishing any administrative rules which apply to the salary plan and its implementation.

Each of these steps will be discussed in turn.

Job Classifications

The basis for developing job classifications is an enumeration of the jobs within a school district such as assistant principal, director of elementary instruction, business manager, and assistant superintendent. The classifications should be based on comparability of duties. For example, all assistant principals might be considered to come within a single classification or elementary principal, middle school principal, and senior high principal could constitute three distinct classifications. Developing

these classifications, therefore, depends upon the nature of the various positions for the specific school district involved.

Comparability of duties can refer to either the preparation necessary to fulfill a position, the skills used in executing the duties of the position or the responsibility for various people and activities. For example: a superintendent and director of business require different preparation to fulfill their budgetary roles; an elementary principal and a secondary principal have similar preparations for their jobs but different skills might be exercised in executing the duties of their positions; and a principal and director of instruction both have the responsibility for the education of children but this responsibility is related to different numbers of students and is fulfilled in different ways.

Salary Range Levels

The next phase of salary plan development is to assign levels to each job classification. The two main criteria for making these assignments are internal and external consistency. Internal consistency requires that positions which require high effort, expertise, and preparation should be placed on a higher level than those which require less effort, expertise, education, or experience. External consistency involves relating each salary range to the labor market for people who would fill positions in that range.

Internal consistency can be met by a rating system which assigns points for each major job dimension such as supervision, communications, decision-making, or financial responsibility. Each position is rated on each dimension and the total points summed to give a relative rating for each position. Job dimensions felt to be more important have more possible points to be awarded.

For example, the supervision factor may account for 15 possible points while communications (with school district employees, parents, and students) may only account for 5 points. Table 2 lists a partial rating for two

Table 2

Rating Positions on Job Dimensions

Position	Financial Responsibility (10 points possible)	Communications (5 points possible)
Elementary Principal	4	5
Assistant Superintendent	8	4

The assistant superintendent position received more points than the elementary principal position for financial responsibility because of greater involvement in the budgeting process and in authorization of expenditures. But the principal position received more points for communication because of the greater interaction required in fulfilling the duties of this position. If, for example, the assistant superintendent position received an overall rating of 80 points and the elementary principal position received a rating of 60 points, then the assistant superintendent position would be set at a higher salary level than the principal because of the greater demands required for that position.

Guidelines for external consistency can be developed by reviewing salaries paid for comparable positions elsewhere. The extent of each labor market considered will depend upon the positions involved. An assistant principal is usually hired from a local region while an assistant superintendent may be recruited from a multi-state area.

Finally, positions judged similar by internal or external criteria may be grouped in a particular salary level. Where appropriate this grouping simplifies the salary structure. The problem with such grouping is that over time positions formerly at the same level may change so that the earlier level may no longer be appropriate. But, periodic reviews of the salary plan, which are recommended, can offer an opportunity for correcting discrepancies and inequities. Table 3 lists the positions and levels initially determined for the Keystone Oaks School District administrative staff.

Table 3

Positions Grouped by Salary Levels
Keystone Oaks School District

January 1975

Level	Positions
1	Assistant Superintendent
2	Directors
3	High School Principal
4	Middle School Principal, Supervisor of Pupil Personnel Services
5	Elementary School Principal
6	Assistant Principal, Supervisor of Food Services, Audiovisual Coordinator, Psychologist, Supervisor of Reading

Setting Salaries for Position Levels

Once positions have been grouped in salary levels, salaries can be assigned to each level. These salaries can be designated in terms of a minimum salary, an average salary, maximum salary, or a salary range. Setting the salary for each level will depend upon the relative importance of each position as determined by internal criteria, salaries paid for comparable positions by other relevant organizations, and the funds budgeted for administrative salaries.

Increments for the Base Salary

A variety of increments to the base salary for each position level may be included. Examples of different types of increments will be discussed in turn.

(1) Cost of living -- Cost of living adjustments may be included either by tying base salaries to a government cost of living index or by periodic reviews. Any adjustments of this type are usually applied across all salary levels, so that the relative differences between levels are maintained.

(2) Job Performance -- A job performance increment may be included on either a percentage or lump sum basis. A percentage increment is usually related to an overall assessment of an administrator's performance. The assessment in turn places the administrator in a particular group which is tied to a specific percentage increment. The following table shows a simplified example of this method.

Table 4

Salary Increment Based on Job Performance Rating

Job Performance	Percentage Increment
Average	0%
Very Good	5%
Excellent	10%

Accomplisnment of target objectives is usually a factor in the administrator's assessment.

An alternative to the percentage increment is the lump sum payment. A lump sum payment is usually related to the accomplishment of specific objectives by a pre-arranged time with agreed upon measures of accomplishment stated. Frequently, arrangements include partial payment if something less than the full target is met. Setting the job performance increment is one of the most difficult tasks in developing a successful MBO system. If the increments are too low (e.g., 2% of base salary) they do not provide enough incentive for people. But if set too high (e.g., 30% of base salary) administrators may feel insecure having that great a portion of their salary resting on a performance review and the school board may be uneasy about having a sizeable pool of bonus money which may or may not be distributed. Unfortunately, no specific guidelines exist for setting a "reasonable" job performance increment. Non-financial performance rewards can also be provided by an MBO system. This type of reward will be discussed in a later section.

(3) Responsibility Differences -- There may be situations where several positions would be considered to fall within one salary level except for differences in supervisory responsibility. The principal positions are an example of this. Frequently, a scale is developed which relates the number of full time professional employees supervised to a specific increment. The following table illustrates this.

Table 5

Salary Increment Based on Differing Supervisory Responsibilities

# of Employees Supervised	Adjustment Factor
0 - 20	4%
21 - 40	8%
41 - 60	15%
61 & over	20%

This adjustment cannot only be used for positions like elementary principal but could differentiate between line and staff positions at the same general salary level (e.g., assistant principal and psychologist).

Note that this type of salary increment should only be used to differentiate between positions at the same level.

Additional Education

If it is felt that additional education or other training is related to successful job performance, an increment may be included for this additional preparation. The following table lists one possible adjustment schedule.

Table 6

Preparation Level	Increment
Masters (M)	--
M + 15 credits	3%
M + 30 credits	3%
M + 45 credits	3%
Doctorate	3%

For example, if a director of elementary or secondary education is expected to have a Masters degree plus 30 credits and if a person has a Masters plus 45 credits, then they would receive a 3% salary adjustment for this additional training.

An education-based increment may not be the best alternative. Another approach would involve rewarding specific additional education in terms of personal development objectives. Because an administrator and his/her supervisor have agreed to this development objective, such educational experience is more likely to be related to improved job performance than general credits taken by an administrator.

An example can serve to show how all of the above increments would be applied:

Position: Elementary Principal	$17,000
Cost of Living Increment	5%
Job Performance: Excellent	15%
Employees Supervised: 15	4%
Education: M + 30 (M + 15 required)	3%
	27%

Total Salary = $17,000 + (17,000 x 27% = 4,590) = $21,590.

Non-Financial Rewards

Since we have assumed that school administrators are operating in a professional climate and are primarily concerned with self-esteem and self-actualization, then non-financial rewards can be an important part of an MBO system. Examples of non-financial rewards are:

- recognition for successfully meeting objective targets;
- conference and training session attendance;
- early sabbaticals or early promotion; and
- release time for professional (and possibly personal) activities.

Different non-financial rewards have different values to various administrators so they can be more effectively used in individualizing

performance rewards than can monetary incentives.

Administrative Rules

The statement of these rules in the salary plan is an important part of making the system explicit. Usually appraisal responsibilities are defined and evaluation procedures listed. Appeal procedures are also often included. Sample forms may be provided in the salary plan, especially if the system is new. Some general points of information may also be incorporated such as a statement of the temporary basis of job performance increments.

The salary plan for the Keystone Oaks School District is included in Appendix I and illustrates many of the points previously discussed.

KEYSTONE OAKS SCHOOL DISTRICT

SALARY PLAN
FOR
EXEMPT PROFESSIONAL EMPLOYEES

January 13, 1975

SALARY PLAN FOR EXEMPT PROFESSIONAL EMPLOYEES

The salary plan for administrators described in this booklet was developed by a committee of administrators who researched compensation schemes utilized in other school districts, locally and nationally. It was prepared for consideration and adoption by the Keystone Oaks Board of School Directors on January 13, 1975.

Effective on that date any increase in compensation for the individual administrator in the Keystone Oaks School District will come through an evaluation of his performance based upon two criteria: how well he satisfies the requirements of the position as outlined in his job description, and how successfully he achieves certain performance objectives derived from stated goals of the school system. About eighty percent of his rating is based on the former; twenty percent on the latter.

Evaluation Instrument

To prepare the evaluation instrument, ten of the most significant tasks listed in each administrator's job description were identified for rating purposes. In addition, each person, along with his supervisor/evaluator, will have decided upon performance objectives to be met during the school year. Since evaluation procedures will be implemented initially in the first six months of 1975, only two objectives are required for this time period.

Each member of the administrative staff is required to develop and implement two performance objectives for the period January through June 1975. The objectives written by the Assistant Superintendent, Directors, Principals and Supervisors must contribute to one or more of the priority goals established by the Board of School Directors. Other administrators will develop objectives

in areas related to their special responsibilities. The Board has set these three priority goals for the first six months of 1975:

1. Each student will acquire to the fullest extent possible mastery of the basic skills in the use of words and numbers.
2. Each student will acquire a positive attitude toward school and toward the learning process.
3. Each student will acquire the habits and attitudes associated with responsible citizenship.

Objectives are developed by each administrator in accordance with these criteria:

An objective tells in specific and precise language what the administrator expects to accomplish within a given time frame. It is based upon higher organizational goals, emphasizes the results to be achieved rather than the means of achieving them, and is accepted jointly as a target objective by both subordinate and supervisor.

The format to be used in presenting the performance objectives is as follows:

NAME _____

I. Goal Statement
(One of the priority goals established by the Board.)

II. Performance Objective

III. Action Plan

IV. Time Table

V. Measurement or Evaluation

Evaluation Scale

A five-point scale of 0 = below average; 1 = average or acceptable; 2 = above average; 3 = superior; and 4 = excellent has been chosen because

it reflects the premise of the plan: Increases are to be based upon merit. An administrator performing at only an average or acceptable level will not be eligible for a quality performance increase. Those whose performance is above average overall will be rewarded accordingly.

Theoretically, an administrator could score from 0 to 48 points on the evaluation instrument which contains twelve items with a potential of four points per item. A person must earn at least 17 points to get a performance raise. The figure 17 represents a point approximately midway between average and above average. In other words, a person must be at this point to begin to earn money for quality performance.

Compensation Elements

A. LEVELS IN COMPENSATION STRUCTURE—7: SUB-LEVELS determined by differences in positions at same responsibility level.

Responsibility Level	Minimum Preparation	Base Salary
1	Doctorate	$27,300
2	M+30	22,003
3	M+15	18,700
4	M+15	18,250
5	M+15	17,568
6	M+15	16,000
7	M	15,000

B. AUTOMATIC ADDENDS—2: (Preparation and Staff Responsibility)

For preparation beyond minimum level specified for position:

Preparation Level	Incremental Adjustment Factor	Responsibility Levels 1	2	3	4	5	6
M	---						
M+15	.03			**	**	**	**
M+30	.03		**	.03	.03	.03	.03
M+45	.03		.03	.06	.06	.06	.06
Doctorate	.03	**	.06	.09	.09	.09	.09

USE AS FOLLOWS: Administrator at Level 4 with Master's Degree + 45 Credits would receive base salary + .06 x base salary.

** Specified for Position

FOR VARIATIONS IN STAFF SIZE OF ATTENDANCE UNIT ADMINISTRATORS:

Professional Employees Supervised	Adjustment Factor
0-20	.035
21-40	.07
41-60	.14
61 and Over	.21

USE AS FOLLOWS: For Principals, count number of professional employees for whom position is responsible; for Assistant Principals, use 0.5 x adjustment factor applicable to position.

C. NONAUTOMATIC ADDENDS:

For quality performance:

Addends (percent)	Rating
2-1/2	17-20
5	21-24
7-1/2	25-28
10	29-32
12-1/2	33-36
15	37-40
17-1/2	41-44
20	45-48

D. SUMMARY OF COMPENSATION STRUCTURE:

Position Responsibility Level*	Index	Base Salary	Preparation-P Factor	Responsibility-R** Factor	Quality Performance-Q Factor
LC-1	1.8200	27,300	-	-	2-1/2%-20%
SC-2	1.4669	22,003	.03-.06	-	2-1/2%-20%
LA-3	1.2467	18,700	.03-.09	.07-.21	2-1/2%-20%
LA-4	1.2167	18,250	.03-.09	.07-.14	2-1/2%-20%
SC-4	1.2167	18,250	.03-.09	-	2-1/2%-20%
LA-5	1.1712	17,568	.03-.09	.07-.14	2-1/2%-20%
LA-6	1.0667	16,000	.03-.09	.035-.105	2-1/2%-20%
SC-6	1.0667	16,000	.03-.09	-	2-1/2%-20%
SA-7	1.0000	15,000	-	-	-

* SYMBOLS AS FOLLOWS:

L = Line, S = Staff, C = Central Office, A = Attendance Unit,
1-7 Position Responsibility Levels

** Applicable to Principals and (XO.5) to Assistant Principals only.

At the Board's discretion, any overall increase to compensate for inflation can be handled by raising the base, the SA-7 salary at an index of one.

Position Title	Position Responsibility Level
Assistant Superintendent	LC-1
Directors	SC-2
High School Principal	LA-3
Middle School Principal	LA-4
Supervisor of Pupil Personnel Services	SC-4
Elementary School Principal	LA-5
Assistant Principal	LA-6
Supervisor of Food Services	SC-6
Audiovisual Coordinator	SC-6
Psychologist	SC-6
Supervisor of Reading	SC-6

Evaluation Procedures

1. Each administrator meets with his supervisor to discuss the requirements of his position as defined in the evaluation form. Also, they reach a mutual agreement on target objectives for the evaluation period.

2. At an approximate midpoint of the evaluation period, they meet again to review progress and, possibly, to refine objectives.
3. Near the end of the school year they meet for a final evaluation conference at which the administrator describes how his job responsibilities have been met and his target objectives achieved. The supervisor reviews any documentation presented at this conference.
4. The supervisor, in consultation with his superior if appropriate, uses the evaluation instrument to determine a point score for each administrator.
5. Each administrator receives notification of his performance evaluation, total score, placement on the scale and salary for the succeeding year. The supervisor clarifies any questionable areas of the instrument with a narrative statement.
6. Any administrator may request a conference with his supervisor to take place within one week of the receipt of his rating for the purpose of appeal. The superintendent is to be present any any appeal conference.
7. The superintendent presents his recommendations on administrative salaries to the Board.

Temporary Nature of Performance Increases

It must be stated and clearly understood by all administrators and School Directors that quality performance increases are based upon annual ratings; that these increases are not a permanent part of one's salary; that based upon the annual rating, each administrator's salary is set for the year; that a decline in one's annual rating will result in a reduction in quality performance compensation; and that the School Directors have authority to refine or eliminate this administrative salary plan if they find it does not serve the best interests of the school district.

Confidentiality

Confidentiality is essential in dealing with individual ratings on the performance instrument. The quality of individual performance varies widely within an acceptable range. It would be unfortunate if ratings became general knowledge and citizens speculated on why their school had to function with only an above average principal while another school boasted an excellent principal.

Review

This plan will be reviewed and evaluated by School Directors and administrators periodically and adjustments made as required.

Responsibility for Appraisal

The Superintendent will evaluate the performance of the Assistant Superintendent. They will share responsibility for rating all other administrators except for the Supervisor of Food Services and the Psychologist, who will be evaluated by the Director of Business and Transportation and Supervisor of Pupil Personnel Services, respectively, in cooperation with the Assistant Superintendent.

The Superintendent will not participate in this salary plan. His performance will be evaluated by the Board of School Directors.

Sample Forms

Performance Appraisal Forms and Elaboration of Appraisal Items for each position are located on succeeding pages in this order:

Assistant Superintendent
Directors
Principals
Supervisors
Assistant Principals
Audiovisual Coordinator
Psychologist

PERFORMANCE APPRAISAL FORM

Assistant Superintendent

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Represent the Superintendent						
2. Budget						
3. Negotiations						
4. Curriculum						
5. Reports						
6. Community Relations						
7. SHASDA Representative						
8. Board Resource						
9. Supervision and Evaluation						
10. Relationships with Others						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS FOR THE ASSISTANT SUPERINTENDENT

e assistant superintendent shall:

1. serve as the chief administrative officer of the school district in the absence of the superintendent and represent the superintendent at professional conferences, meetings, affairs as required.

2. coordinate the preparation of the budget.

3. serve on the negotiating teams of the school district in contract talks with professional and nonprofessional bargaining units.

4. coordinate the elementary and secondary curriculum and instructional program through the directors.

5. complete accurately federal, state, and intermediate unit reports including school attendance information, P.L. 874, SHASDA data bank, etc.

6. supervise the community relations program, including the use of school facilities by community groups.

7. serve as the school district's representative to SHASDA in curriculum and instruction.

8. attend all meetings of the Board and its committees and serve as a resource in their deliberations.

9. supervise all personnel reporting to him, observing and evaluating them for the purpose of improving their competencies and determining their eligibility for salary increases based upon performance.

10. carry out the functions of his office in a responsible, open, rational manner, maintaining amicable relationships with others and promoting a spirit of cooperation among them.

PERFORMANCE APPRAISAL FORM

Directors, Elementary and Secondary

NAME _____ DATE _____

Appraisal Period: From _____ _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Curriculum						
2. Observations and Conferences						
3. Evaluation						
4. Personnel Selection						
5. Staff Development						
6. Administration						
7. Utilization of Staff and Facilities						
8. Reports and Community Relations						
9. Special Assignments						
10. Professional Relationships						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS
FOR THE
DIRECTORS OF SECONDARY/ELEMENTARY EDUCATION

The Directors of Secondary/Elementary Education shall:

1. be responsible for the development, improvement, implementation, coordination and evaluation of curriculum in cooperation with principals.

2. observe, evaluate and confer with teachers for the improvement of instruction and for the evaluation of curriculum.

3. assist in the evaluation of principals and supervisors in the performance of their duties relating to curriculum.

4. participate in the recruitment, interviewing and selection of personnel and assist in their general orientation to the district.

5. prepare and direct, in cooperation with principals, a program of in-service training for the elementary and secondary staff.

6. assist in the formulation, administration and execution of the budget as it pertains to elementary/secondary education.

7. coordinate the efficient use of staff and facilities as determined by curriculum priorities, EQA, etc.

8. prepare reports and materials for the Board and the public and attend meetings to clarify or elaborate on elementary or secondary programs.

9. complete special assignments given by the superintendent or assistant superintendent.

10. promote and maintain professional relationships with members of the elementary/secondary staff through effective communication.

PERFORMANCE APPRAISAL FORM

Director of Personnel

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Staff Selection						
2. Negotiations						
3. Contract Interpretation						
4. Substitute Teacher Program						
5. Extra-Curricular Program						
6. Personnel Policies						
7. Conferences						
8. Administration						
9. Reports						
10. Professional Relationships						
11. Performance Objective						
12. Performance Objective						
Total						

ignatures:

ppraisee _____ Date _____

valuator/s _____ Date _____

_____ Date _____

y:

Below Average	17-20	33-36
Average	21-24	37-40
Above Average	25-28	41-44
Superior	29-32	45-48
Excellent		

ELABORATION OF APPRAISAL ITEMS FOR THE DIRECTOR OF PERSONNEL

The director of personnel shall:

1. develop and implement a program and procedures for the selection of quality personnel for employment in the school district.
2. serve as a member of the negotiating teams.
3. interpret contracts with personnel and assist in responding to grievances.
4. administer the substitute teacher program including the evaluation of substitute teachers.
5. administer the extra curricular program, job descriptions and compensation in terms of time and responsibilities.
6. recommend needed personnel policies.
7. administer the conference request program including the accounting of expenses.
8. administer the salary schedules and the personnel program in terms of maintaining personnel records including all required forms.
9. complete all reports related to personnel.
10. promote and maintain good professional relationships with all staff members.

PERFORMANCE APPRAISAL FORM

Director of Business and Transportation

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. School Plant Operation and Maintenance						
2. Construction						
3. Transportation						
4. Contracts and Forms						
5. Negotiations						
6. Purchasing Agent						
7. Budget Preparation and Control						
8. Appraisal Inventory						
9. Supervision and Evaluation						
10. Relationships with Others						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS
FOR THE
DIRECTOR OF BUSINESS AND TRANSPORTATION AFFAIRS

The director of business and transportation affairs shall:

1. be responsible for the operation and maintenance of the school plant.

2. be responsible for coordinating all activities related to plant planning and construction, including architectural services.

3. develop, supervise and coordinate the transportation function.

4. complete all bus contracts, reimbursement forms and other forms related to the transportation program.

5. act as a member of the school district's negotiating team in contract talks with custodial and maintenance employees.

6. serve as purchasing agent for the school district, including preparation of bid forms and approval of purchase orders.

7. assist in budget preparation and provide budgetary control.

8. maintain the appraisal inventory and keep it current.

9. supervise and evaluate the work of those reporting to him.

10. promote and maintain within his area of responsibility good human relations among subordinates, colleagues and the general public.

PERFORMANCE APPRAISAL FORM

Principals

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Observations and Conferences						
2. Utilization of Personnel, Space and Material						
3. Curriculum						
4. Discipline						
5. Staff Development						
6. Extra-Curricular Program						
7. Community Relations						
8. Non-Instructional Responsibilities						
9. Utilization of Pupil Personnel Services						
10. Administration						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

50

ELABORATION OF THE APPRAISAL ITEMS

FOR THE PRINCIPAL

The principal shall:

1. observe, evaluate and confer with teachers for the purpose of rating and improving instruction.
2. prepare the master schedule to provide for maximum effective use of all personnel, materials, space and time.
3. be responsible for the development, improvement, implementation and evaluation of curriculum in cooperation with the appropriate Director of Education.
4. maintain pupil discipline to promote the best environment for teaching and learning.
5. assist in providing continuous in-service development of the school staff.
6. be responsible for the extracurricular program, including athletic, musical, dramatic, journalistic and academic functions.
7. promote good community relations by cooperative involvement in the activities of various parent groups, youth and community organizations.
8. be responsible for efficient management in such noninstructional operations as the school lunch program, busing and physical plant.
9. assist the pupil personnel team to promote maximum utilization of its service capabilities.
10. perform all administrative functions of the principalship, including selection of staff, preparation of reports, procurement of substitute teachers, etc.

PERFORMANCE APPRAISAL FORM

Supervisor of Pupil Personnel Services

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Psychological Services						
2. Counseling Services						
3. Attendance Services						
4. Health Services						
5. Liaison with Intermediate Unit						
6. Community Resources						
7. Administration						
8. Staff Evaluation						
9. Professional Relationships						
10. Staff Development						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS
FOR THE
SUPERVISOR OF PUPIL PERSONNEL SERVICES

The supervisor of pupil personnel services shall:

1. insure that psychological services available are given maximum utilization.

2. provide leadership for the counseling program to assure that counselors serve students, teachers and parents to the fullest extent possible.

3. coordinate the attendance services and use all resources available to achieve the highest attendance level possible.

4. coordinate the health services including the school nurses, doctor, dentist and community health resources.

5. act as the school district liaison with the Intermediate Unit.

6. utilize all community resources available to assist the school district in providing better or more pupil personnel services to students, teachers and parents.

7. administer the pupil personnel program in terms of assignment of personnel, job responsibilities, budgeting and required reports.

8. evaluate all employees in the pupil personnel services area.

9. develop programs for the professional improvement of personnel working under his direction.

10. maintain good relationships with all personnel in order to achieve the fullest integration of pupil personnel services into the educational program.

PERFORMANCE APPRAISAL FORM

Food Service Supervisor

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Personnel Policies for Food Service						
2. Performance Standards and Schedule						
3. Staff Development						
4. Cooperation with Principals						
5. Food Standards						
6. Purchasing						
7. Record Keeping						
8. Care of Equipment and Space						
9. Sanitation and Safety						
10. Relations with Others						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS FOR THE FOOD SERVICE SUPERVISOR

The Food Service Supervisor shall:

1. assist in and establish uniform personnel policies for school food service employees, basic job descriptions, salary schedules and benefits and in evaluating personnel.

2. establish work performance standards and plan work schedules.

3. plan in-service training programs and regular manager meetings instructing personnel in proper use and care of equipment and supplies.

4. cooperate with principals to plan lunch schedules to fit the requirements and facilities of the particular school.

5. establish standards for food preparation and service with emphasis upon creative and appetizing appeal, maximum nutritive value and flavor, efficient preparation and service under sanitary conditions.

6. develop specifications and standards of quality for purchase of food, supplies and small equipment, including forms and records for purchasing and storeroom control.

7. be responsible for all accounting procedures and records for proper control and management of money, labor, food, supplies, and other costs.

8. cooperate with custodial and maintenance department in planning for proper care and maintenance of equipment and supplies and the proper cleaning of food service area.

9. maintain high standards of sanitation and safety in all phases of the school food service.

10. maintain good rapport with students, teaching staff, school administrators and residents of Keystone Oaks School District.

PERFORMANCE APPRAISAL FORM

Reading Supervisor

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Reading Program						
2. Coordinate Team						
3. Evaluate Team						
4. Observations						
5. Demonstrations						
6. In-Service						
7. Cooperation with Principals						
8. Testing						
9. Materials						
10. Personnel Selection						
11. Performance Objective						
12. Performance Objective						
Total						

ignatures:

ppraisee _____ Date _____

valuator/s _____ Date _____

_____ Date _____

ey:

Below Average	17-20	33-36
Average	21-24	37-40
Above Average	25-28	41-44
Superior	29-32	45-48
Excellent		

ELABORATION OF APPRAISAL ITEMS
FOR THE
READING SUPERVISOR

The reading supervisor shall:

1. develop and implement a reading program for level K through the high school.

2. coordinate the activities of the members of the reading team which includes specialists, remedial reading teachers and aides.

3. evaluate the performance of each member of the reading team.

4. visit classrooms for the purpose of evaluating the reading program and assisting teachers in its development.

5. demonstrate teaching techniques and the use of special equipment and materials related to the teaching of reading.

6. prepare in-service programs for new and experienced teachers in the area of reading.

7. work with principals for the implementation and improvement of the reading program based on various diagnostic and achievement test results.

8. establish and supervise the reading testing program.

9. coordinate the selection and ordering of basic textbooks, workbooks, supplemental materials and multimedia equipment related to the language arts program.

10. assist in recruiting, interviewing and selecting reading specialists, remedial reading teachers and reading aides.

PERFORMANCE APPRAISAL FORM

Assistant Principals

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Observations and Conferences						
2. Curriculum and Instruction						
3. Faculty Meetings						
4. Orientation of New Teachers						
5. Supplies and Equipment						
6. Student Discipline						
7. Noninstructional Duties						
8. Utilization of Personnel, Space						
9. Parent Conferences						
10 Work with the Principals						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS
FOR THE
ASSISTANT PRINCIPALS

The Assistant Principals shall:

1. observe, evaluate and conference with teachers for the purpose of rating and improving instruction in assigned areas.

2. assist in the development, improvement, implementation and evaluation of curriculum and instruction in assigned areas.

3. assist the principal in organizaing and conducting meetings of the faculty.

4. be responsible for the orientation of new faculty members and student teachers.

5. facilitate the procurement and distribution of supplies and equipment through purchase orders in assigned areas.

6. maintain student discipline and a climate for learning in his assigned area of responsibility.

7. assist teachers in the performance of noninstructional duties, including fire drills, cafeteria, security, report cards, assemblies, etc.

8. assist in preparing the Master Schedule to assure maximum utilization of personnel, space and time in assigned areas of responsibility.

9. deal effectively with students and parents in conferences related to behavior, attendance and performance.

10. work cooperatively with the principal in all areas of responsibility and assume authority in his absence as required.

PERFORMANCE APPRAISAL FORM

Audiovisual Coordinator

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Centers and Programs in Schools						
2. Central Instructional Materials Center						
3. Consultant on New Equipment						
4. Administration						
5. In-Service						
6. Classifying Resources						
7. Maintenance						
8. Liaison						
9. Evaluation						
0. Cooperation						
1. Performance Objective						
2. Performance Objective						
Total						

ignatures:

ppraisee _____ Date _____

valuator/s _____ Date _____

_____ Date _____

ey:

Below Average	17-20	33-36
Average	21-24	37-40
Above Average	25-28	41-44
Superior	29-32	45-48
Excellent		

ELABORATION OF APPRAISAL ITEMS
FOR THE
AUDIOVISUAL COORDINATOR

e audiovisual coordinator shall:

1. provide and expedite the use of various types of audiovisual equipment and supplies to be used by various members of the professional staff to evaluate and improve their performance.

2. operate and maintain the Central Instructional Materials Center.

3. assist the directors, principals and teachers in the selection and purchase of new audiovisual equipment and materials to be used in the educational programs in the district.

4. assist in the development of the budget for audiovisual equipment and supplies and in the determination of allocations for audiovisual funds for each building.

5. make regularly scheduled visitations to each school in the district for the purpose of in-service training sessions and demonstrations concerning the proper utilization of audiovisual equipment and materials in instruction.

6. be responsible for the cataloging and classifying of materials in each of the centers including a file of community resources available to the teaching staff.

7. be responsible for the maintenance, repair and storage of all audiovidual equipment and materials.

8. act as a local liaison agent for the Intermediate Unit Materials Center and WQED-TV, and be responsible for the coordination of all services and materials provided by those agencies.

9. assist in the evaluation of the use and status of audiovisual equipment and supplies in the district and be responsible for a written report of this evaluation to be given to the assistant superintendent annually.

10. work cooperatively with all members of the professional staff in the performance of his duties.

PERFORMANCE APPRAISAL FORM

Psychologist

NAME _____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Consultant						
2. Curriculum Development						
3. Administration						
4. Individual Assessment						
5. Parent Involvement						
6. Referrals						
7. Classroom						
8. Staff Development						
9. Staff Relationships						
10. Pupil Personnel Team						
11. Performance Objective						
12. Performance Objective						
Total						

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

Key:

0 Below Average	17-20	33-36
1 Average	21-24	37-40
2 Above Average	25-28	41-44
3 Superior	29-32	45-48
4 Excellent		

ELABORATION OF APPRAISAL ITEMS FOR THE PSYCHOLOGIST

The psychologist shall:

1. serve as a prime consultant when questions concerning the dynamics of learning are raised.

2. assist in curriculum development based upon the identified strengths and needs of individuals or groups of children.

3. direct the psychological services of the district in cooperation with other administrative personnel.

4. supervise detailed individual assessments for particular children in order to furnish more insight into their educational and behavioral problems.

5. explore means by which parents and the school can more effectively work together to assist the child.

6. provide parents and appropriate school and agency personnel with information about the education and psychological strengths and needs of the child and expedite referrals to other specialists and agencies when needed.

7. provide information and ideas concerning the application of psychological research and theory to the classroom.

8. provide leadership in conducting staff development activities and in planning programs which will promote the use of sound mental health procedures in the school and home.

9. promote good relationships with the staff and parents of the school district.

10. participate in meetings of the pupil personnel team.